



Skills Transitions and Rural Reindustrialisation: Managing the workforce skills transition pathways for the responsible re-industrialisation of a post-industrial (rural) region in Cornwall to accelerate development of the region's workforce and critical mineral resources in support of the UK's energy and economic climate transitions.

1. *Name of proposing Party or organization.*

Critical Minerals Challenge Centre - University of Exeter

2. *Brief description of the proposed study:*

This proposed case study project speaks to three interconnected issues related to economic climate transitions and reindustrialisation in (rural) Cornwall, the UK. Firstly, many climate-related sectors (in critical minerals; floating offshore wind; and technology) are newer to the area, and consequently individuals and communities do not know that these kinds of jobs exist. Secondly, there is a strong cultural belief that the best job opportunities are found outside of Cornwall. Thirdly, the pool of young people choosing careers in these industries tends to be quite narrow and needs to be diversified – particularly to young women. Cornwall is a rural, coastal peninsular in the far south west of the UK. Once, its economy was heavily dependent on resource extraction – through mining (and associated engineering expertise), fishing (and maritime engineering and trade), and farming. Over the course of the 20th century, these industries reduced in size and/or changed in character. Meanwhile Cornwall became largely a visitor-based experience economy, with an impressive marketing ability. More recently economic leaders have sought to broaden the industrial base, re-engaging with environmental resources based around climate change imperatives such as clean energy production and extraction of minerals critical to the green transition, such as lithium, tin, and tungsten. For individuals and communities, such a workforce transition is significant. Research consistently shows that individuals believe that job opportunities in Cornwall are limited to the visitor industry. This presents important challenges for both securing talent pipelines into green industries, but also for ensuring that local people are best able to benefit from high-tech careers. Scholarly development research has paid little attention to the psycho-social questions



involved in supporting workers and communities to adapt skills systems to changing employment programmes. This gap is made particularly important due to the changing economies that we can expect due to climate change. However, technology, critical minerals, and floating offshore wind industries have taken ownership of supporting community and individual skills adaptation by working with schools and careers teams to develop participatory group sessions for children and young people to learn about the sector. Activities are designed to spark curiosity and connect to learning experienced as part of everyday schooling. This is based on the premise that children may not know that they have an interest in such activities until they are exposed to them, or that these kinds of jobs/sectors exist locally. In some instances, specific activities target under-represented groups (such as women) to provide safe spaces where their interests can be nurtured. This case study will use ethnographic and participant observation methods to follow the work of these industry groups, exploring the different methods that they employ; how they engage children and young people; the intensity of the interventions; and how they are received by participants. Additionally, it will work with education providers for 16-18 year olds to understand better the impacts that these programs have on young adults studying for related qualifications.

3. United Nations region to be covered by the case study:

Western Europe and other States;

4. Country or countries to be covered by the case study

UK

5. Area of the case study:

Managing workforce transitions ;

6. Expected duration for completion of the case study (in months):

6 months

7. Contribution of the submitting organization

Technical inputs;Authorship;



8. *Can the study be developed without financial support from the UNFCCC?*

Yes

9. *If no, please provide the estimated range of required financial support in USD (Please note that the UNFCCC is not a donor organization and has limited funding):*

0

10. *Please provide the status of any preliminary work undertaken that could serve as a basis for the study, including a link to any available reports, if available.*

Willett, J. (2021) Affective Assemblages and Local Economies. Maryland: Rowman and Littlefield. Future Skills in Cornwall and the Isles of Scilly Report:

[https://www.exeter.ac.uk/v8media/universityofexeter/esi/instituteofcornishstudies/F](https://www.exeter.ac.uk/v8media/universityofexeter/esi/instituteofcornishstudies/FUTURE_SKILLS_REPORT_V4_FINAL_(PAGES)-compressed.pdf)

UTURE_SKILLS_REPORT_V4_FINAL_(PAGES)-compressed.pdf • Marquis E., et

al., 2024. Optimizing Resource Management for Critical Raw Materials: A Case Study of the Application of UNRMS with Cornwall Regional Government, UK,

ECE/ENERGY/GE.3/2024/6, Optimizing Resource Management for Critical Raw

Materials: A Case Study of the Application of UNRMS with Cornwall Regional

Government, UK | UNECE



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